DOCUMENT RESUME

ED 210 660 CS 006 411

TITLE Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE 81
NOTE 15p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role; Annotated Bibliographies; Communication Skills; Department Heads; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; Language Arts; Principals; Reading Consultants; *Reading Instruction; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education
IDENTIFIERS Right to Read

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) learning experiences resulting from two ways of teaching reading; (2) Right to Read competencies of urban principals as perceived by three groups in reading instruction; (3) the relationship between student performance in reading and instructional characteristics of school districts; (4) development of a model administration system for a primary school reading program; (5) the relationship of teachers' attitudes and perceptions of ESEA Title I programs to the academic achievement of their students; (6) the change process involved in the implementation of the Pennsylvania Comprehensive Reading Communication Arts Plan; (7) the role of the principal in the school reading program; (8) undergraduate teacher preparation programs for secondary school teachers of English in selected institutions; (9) the reading of professional periodical literature as reported by selected elementary school teachers; and (10) the role of the English department chairperson in selected public community colleges. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210660

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

Compiled by the Staff of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 006 411

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1981 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Botel-Sheppard, Bonnie Karen
A CASE STUDY OF LEARNING EXPERIENCES RESULTING FROM TWO WAYS OF TEACHING READING

Brazell, Darryl Wayne
THE RELATIONSHIP OF READING TEACHER PRACTICES AND PERSONAL READING HABITS TO FOURTH AND FIFTH GRADE STUDENTS' ATTITUDES TOWARD READING

Brindle, Hill Wilson
RIGHT TO READ COMPETENCIES OF URBAN PRINCIPALS AS PERCEIVED BY THREE GROUPS IN READING INSTRUCTION

Burgess, Mary Ellen L.
THE RELATIONSHIP BETWEEN STUDENT PERFORMANCE IN READING AND INSTRUCTIONAL CHARACTERISTICS OF SCHOOL DISTRICTS

Damen, Beverly Jane
THE DEVELOPMENT OF A MODEL ADMINISTRATION SYSTEM FOR A PRIMARY READING PROGRAM

Fritchie, Patricia P.
PERCEPTIONS OF MISSISSIPPI TEACHERS, STUDENTS, AND PARENTS ON SELECTED COMPONENTS OF FIFTH-GRADE READING INSTRUCTION

Gigante, Rocco, Jr.
FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE O.V. CATTO SCHOOL

Greer, Bettye Jean
MATERNAL TEACHING STYLE AND ITS EFFECT ON READING ACHIEVEMENT

Grelis, John William
FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE BENJAMIN B. COMEGYS SCHOOL

Hargrove, Martha Lois
THE RELATIONSHIP OF TEACHERS' ATTITUDES AND PERCEPTIONS OF ESEA TITLE I PROGRAMS TO THE ACADEMIC ACHIEVEMENT OF THEIR STUDENTS

Hayes, Helen Elizabeth
TEACHER ORIENTATION: AN INTERVIEW STUDY OF TEACHERS OF ENGLISH

Jones, Sylvia B.
A DESCRIPTION AND ANALYSIS OF THE CHANGE PROCESS INVOLVED IN THE IMPLEMENTATION OF THE PENNSYLVANIA COMPREHENSIVE READING COMMUNICATION ARTS PLAN AT THE THOMAS DUNLAP SCHOOL

Matteo, Domenic Nicholas
FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE WILLIAM C. LONGSTRETH SCHOOL

Plyler, Ann Elizabeth
A STUDY OF THE ROLE OF THE PRINCIPAL IN THE SCHOOL READING PROGRAM

Ryan, Ellen Marguerite
THE EFFECTIVENESS OF K-12 DISTRICT READING SPECIALISTS IN THE IMPLEMENTATION OF WISCONSIN STATE STATUTE 118.015

Schuppan, Richard Glenn
THE APPLICATION OF A PERCEPTION-BASED CONFLUENT MODEL OF PROGRAM EVALUATION TO THE IMPLEMENTATION OF AN ELEMENTARY READING PROGRAM

Shannon, Patrick Willard
TEACHERS' SELF-PERCEPTIONS AND REIFICATION OF INSTRUCTION WITHIN READING INSTRUCTION

Sherman, Thomas Francis
A STUDY OF THE RELATIONSHIPS BETWEEN TEACHER KNOWLEDGE OF MOTIVATIONAL PRINCIPLES AND PRACTICES AND THE APPLICATION OF THOSE PRINCIPLES AND PRACTICES AS THEY APPLY TO READING IN THE SECOND AND FIFTH GRADE CLASSROOMS

Smallwood, Betty M.
A STUDY OF UNDERGRADUATE TEACHER PREPARATION PROGRAMS FOR SECONDARY TEACHERS OF ENGLISH IN SELECTED INSTITUTIONS THROUGHOUT THE NATION

Smith, Doris Blackwell
THE READING OF PROFESSIONAL PERIODICAL LITERATURE AS REPORTED BY SELECTED ELEMENTARY TEACHERS

Stonicher, Raymond Ray
AN ANALYSIS OF THE ROLE OF THE ENGLISH DEPARTMENT CHAIRPERSON IN SELECTED PUBLIC COMMUNITY/JUNIOR COLLEGES

Thomas, Donna
THE IMPACT OF S. 118.015 WISCONSIN STATUTES ON THE ROLE AND DUTIES OF K-12 DISTRICT LEVEL READING SPECIALISTS IN WISCONSIN K-12 SCHOOL DISTRICTS AND K-12 DISTRICT LEVEL READING SPECIALIST EFFECTIVENESS IN PERFORMING LEGISLATED DUTIES AS DETERMINED BY THE PERCEPTIONS OF WISCONSIN K-12 SCHOOL DISTRICT ADMINISTRATORS

Thompson, Charles Elisha
PLANNING EDUCATIONAL CHANGE: IMPLEMENTATION OF THE PENNSYLVANIA COMPREHENSIVE READING/COMMUNICATION ARTS PLAN IN AN ELEMENTARY SCHOOL

Woolley, William Orville
UTILIZATION OF NEW EDUCATIONAL MEDIA IN READING METHODS COURSES IN CALIFORNIA TEACHER EDUCATION INSTITUTIONS

A CASE STUDY OF LEARNING EXPERIENCES RESULTING FROM TWO WAYS OF TEACHING READING Order No. 8117681

BOTEL-SHEPPARD, BONNIE KAREN, ED.D. *University of Pennsylvania*, 1981. 294pp.

This case study is a description of classroom learning experiences and how these experiences draw upon student learning resources. Through personal classroom teaching experiences and the reading of current literature in the field, I found that most children come to school with valuable learning resources: an ability to communicate, attitudes and feelings, background experiences, curiosity and an ability to work alone and with others (Botel, 1977, p.8). Modern cognitive learning theory postulates the learner as an active searcher for meaning and an information processor rather than a passive recipient of learning determined by others. Thus it is believed that the learner brings his many resources to bear in this search.

We can learn more about how students use their learning resources by comparing and contrasting the behavior of children in two different reading approaches and grouping plans in a classroom: one a traditional basal reader which focuses mainly on the knowledge of language forms and the other a communication arts program which focuses mainly on the uses of language before investigating its forms. Such research is needed since practically all earlier comparative research has emphasized the effects of classroom experiences on student achievement and attitudes rather than provided a description of what learners do. Through teacher and student reports and achievement test results, researchers have studied various classroom experiences; yet very little is known about the overt ways students learn in school.

The major purpose of this study is to describe and contrast how the learning resources of a group of sixth grade students are drawn upon in two different modes of reading instruction. The study is designed to illustrate how teachers can make more effective use of the resources students bring into the classroom in order to enhance student learning. No research was found which systematically contrasted the learning experiences and interactions of a single classroom involved in two different reading approaches and two different grouping arrangements. Much research has emphasized student and/or teacher reports about classroom learning and the use of instructional materials or their influence on student achievement. A relatively small amount of research has studied the reading experiences of children and teachers within the classroom setting. By omission, this tendency suggests the need for systematic study and observation in a classroom setting to ascertain what happens when a teacher alternately establishes different instructional approaches and grouping plans. For these reasons, a teacher and a group of students, alternately involved in basal reading instruction, using homogeneous ability grouping, and communication arts instruction, using heterogeneous ability grouping, were studied.

The methodology involved the collection and analysis of (a) videotapes of a series of classroom lessons, (b) weekly journal-keeping by the teacher and the students noting their reactions to those lessons, (c) products of student work and (d) interviews with the teacher, the students and some parents. In addition, some of the parents kept a bi-weekly journal describing their children's reading experiences.

Initially, a number of questions were proposed and subsequent questions emerged as the focus for understanding the data: (1) What types of learning experiences would take place when teachers and students were involved in two different approaches to reading instruction and two different grouping arrangements? (2) How would the students' learning resources be used in the classroom during the different approaches? (3) How would the students' written products differ during the two approaches? (4) What would be the nature of student/teacher and student/peer interactions and how would they differ during the two approaches?

By examining the answers to these questions educators will have a framework for understanding the impact that different reading approaches and grouping plans have on teachers and students.

THE RELATIONSHIP OF READING TEACHER PRACTICES AND PERSONAL READING HABITS TO FOURTH AND FIFTH GRADE STUDENTS' ATTITUDES TOWARD READING

Order No. 8123038

BRAZELL, DARRYL WAYNE, PH.D. *University of Georgia*, 1981. 141pp. Director: Byron Callaway

The primary purpose of this study was to investigate the relationship of reading teacher practices, which were ascertained through the use of an instrument developed by the researcher, to attitudes of fourth and fifth graders toward reading. The relationships between the aforementioned variables were determined near the beginning of the school year and again after a six month interval.

In order to measure teacher practices, a 34-statement Likert-type scale was constructed. The original statements for the scale were gathered from 19 elementary reading teachers who were taking graduate courses and other graduate students in the University of Georgia Reading Department. Using suggestions from 10 reading specialists from the University of Georgia Reading Department, the scale was refined to the form used in the study. The following three scores were obtained from the teacher practices scale for use in the statistical analysis: (1) a total teacher practices scores, (2) a teacher classroom practices score, and (3) a teacher personal reading habits score.

Students' attitudes toward reading were gauged by administering the following two instruments: (1) the *Heathington Intermediate Attitude Scale*, and (2) a series of three semantic differential scales. These scores were then combined to yield one attitude scale score. Both instruments have been used in previous research to measure attitudes toward reading.

There were a total of 654 fourth and fifth grade students and 25 teachers from four elementary schools in the study. The students were in the reading classes of one of the teachers for at least one class period per day. Both the teachers and students were tested near the beginning of the school year and retested six months later. All instruments were administered by the investigator, and the same forms of the teacher practices scale and the attitude scale were utilized in both the pretest and the posttest.

To determine whether significant relationship existed between teacher practices and students' attitudes toward reading, Pearson product-moment correlations were computed and tested at the .05 level of significance. Further, tests for differences between dependent correlations were computed and tested at the .05 level of significance to determine the changes in the relationships of teacher practices and students' attitudes toward reading from the pretest to the posttest. The relationships between all teacher practices variables and the two attitude toward reading instruments were significant except for the posttest relationship between teacher reading habits scores and both the *Heathington Intermediate Attitude Scale* score and the semantic differential scale score. All significant correlation coefficients were classified in the low to moderate range. The highest significant and positive correlation on both the pretest and the posttest was between the items on the teacher practices scale which measures teacher practices in the classroom and the students' scores on the *Heathington Intermediate Attitude Scale*. The pretest and posttest difference between the relationship of teacher practices and students' scores on the *Heathington Intermediate Attitude Scale* was not significant. However, the pretest and posttest difference between the relationship of teacher practices and the students' scores on the semantic differential scales was significant. The relationship between the two measures of attitudes toward reading used in the study was significant and in the moderate range.

RIGHT TO READ COMPETENCIES OF URBAN PRINCIPALS AS PERCEIVED BY THREE GROUPS IN READING INSTRUCTION

Order No. 8119761

BRINDLE, HILL WILSON, ED.D. *Fordham University*, 1981. 250pp. Mentor: Sayre Uhler

This study sought to determine and compare the perceptions of principals, reading supervisors, and teachers in Right To Read Schools and in non Right To Read Schools concerning the value of Right To Read competencies prescribed for principals by the United States Office of Education in order to improve reading programs. Further, the study sought to ascertain the relationships that existed between the perceptions of effective principal competencies related to reading instruction held by principals, reading supervisors, and teachers in Right To Read Schools and in non Right To Read Schools and the following variables: years of experience as an administrator-supervisor, years of experience as a teacher, reading supervisory experience, teaching experience of administrator-supervisor, academic preparation, and years spent in present school.

The instrument used to collect the data was a *Questionnaire on Principal Competencies Related to Reading*, developed by the researcher. The findings of this study were: (1) the Right To Read personnel felt that the principal competencies related to reading were more important to the improvement of reading programs than did the non Right To Read subjects; (2) there was a significant difference between principals and staff concerning their perceptions of the extent of use of the principal

competencies related to reading. Non Right To Read Principals perceived themselves as doing a better job than was perceived by their supervisors and teachers. The principals of high achieving non Right To Read Schools felt that they had exhibited the Goal Focusing Competencies to the same extent as the high achieving Right To Read School principals. However, the supervisors and teachers of the high achieving non Right To Read Schools felt that their principals had exhibited these competencies to a lesser extent than had the high achieving Right To Read School Principals. Low achieving non Right To Read Principals felt they had exhibited the Goal Focusing Competencies to a higher extent than had the low achieving Right To Read Principals. Yet, supervisors and teachers of the low achieving non Right To Read Schools indicated otherwise; (3) there was a lack of consensus among both the Right To Read and non Right To Read Teachers regarding the degree of importance, as well as the extent of use of the principal competencies related to reading; (4) teachers, especially those in the high achieving Right To Read Schools, felt that there was additional principal competencies related to reading that were not included among those prescribed by the Right To Read Program, but were of tantamount importance; (5) the principals who exhibited the Program Monitoring Competencies had a direct effect upon the performance of both the high achieving Right To Read and high achieving non Right to Read Schools; (6) academic preparation in reading related negatively to perceptions of the value of Goal Focusing and Resource Allocation Competencies.

It was recommended that principals work toward establishing closer communication between themselves and staff members regarding the goals and performance objectives at the beginning of the school term and make provisions for cooperative on-going evaluation by both the principal and the staff of the extent to which these goals have been achieved.

Teacher respondents in the study indicated there were other principal competencies related to reading which were equally or more important than those prescribed by the Right To Read Program. Additional research should be conducted to determine what these principal competencies are Program Monitoring Competencies should be practiced by principals at the elementary and junior high school level, since it was concluded that the practice of these competencies by the principal had a direct effect upon the performance of both the high achieving Right To Read and high achieving non Right To Read Schools. It was also recommended that colleges and universities, as well as the Right To Read Program evaluate reading course training geared toward helping prospective principals and supervisors organize and supervise effective reading programs.

THE RELATIONSHIP BETWEEN STUDENT PERFORMANCE IN READING AND INSTRUCTIONAL CHARACTERISTICS OF SCHOOL DISTRICTS

Order No. 8114328

BURGESS, MARY ELLEN L., PH.D. *University of South Carolina*, 1980. 184pp.

When school systems with high achieving students were compared to school systems with low achieving students in North Carolina's sixth grade, six instructional characteristics were found significant: (1) grouping for reading instruction; (2) evaluation of reading progress; (3) test data utilization; (4) teacher inservice and staff development; (5) parental awareness and involvement; and (6) principals' perception of instructional factors. Instructional characteristics not found significant included: instructional approaches to reading; instructional strategies in the teaching of reading; scheduling for reading instruction; instructional materials; student school attendance; library utilization; and the amount of "free" reading time.

THE DEVELOPMENT OF A MODEL ADMINISTRATION SYSTEM FOR A PRIMARY READING PROGRAM

Order No. 8120156

DAMEN, BEVERLY JANE, ED.D. *Florida Atlantic University*, 1981. 131pp.

Purpose. The purpose of this study was to develop a model administration system for a primary reading program. The development of this model was based on identified practices common to successful primary school reading programs.

Procedure. The school community included four elementary principals, twenty-six primary teachers, six elementary reading consultants, and two directors of reading.

The instrument used in collecting the data for this study was a questionnaire composed of thirty-six items measuring distinct and basic concepts of organizational structure of design, namely, decision making/leadership, evaluation, communication, conflict, problem solving, motivation, and control. Also, information was gathered on the size and composition of an instructional reading group, hours of reading instruction per week, source(s) of reading instruction, parent involvement, and experience of primary reading teachers.

In addition to the questionnaire, observations and interviews were made in order to gather more indepth research and confirm that data received by the questionnaire to be reasonably accurate.

The study was conducted in four Connecticut towns, cities, and/or individual schools where a reading program was said to be effective according to Right to Read, Educational Programs That Work, Connecticut Association of Reading Research, and/or the International Reading Association.

The data were collected, collated, and converted into percentages for and against a process or program idea in order to develop the organizational model.

Frequencies of responses dictated whether or not the process or program idea was included in the model. More than a 50 percent response was accepted as significant. The organizational design of effective reading programs was made and the organizational model was built on the significant responses, a review of the related literature, observations, and interviews.

PERCEPTIONS OF MISSISSIPPI TEACHERS, STUDENTS, AND PARENTS ON SELECTED COMPONENTS OF FIFTH-GRADE READING INSTRUCTION

Order No. 8122692

FRITCHIE, PATRICIA P., PH.D. *University of Southern Mississippi*, 1981. 205pp.

Statement of the Problem. Many reading experts have stated that improvement in reading achievement could best be accomplished if parents and teachers work together. In order to work together effectively, parents should be informed as to the goals, methods, and general teaching techniques used by teachers in reading instruction. This study investigated the perceptions held by the three role groups considered to have the most direct concern for reading instruction in order to determine whether or not commonalities and differences existed among the role groups and, where these existed, to determine if they were significant. The underlying purpose was to determine what information yet needed to be communicated.

Specifically, the study examined perceptions held by teachers, students, and parents on the following components of reading instruction: the goals; the preferred ideal method(s) of reading instruction and the actual method(s); general teaching practices related to reading instruction; evaluation of reading instruction; and the teachers' conceptions of the nature of the reading process and how this related to the selection of reading method(s).

Procedure. The data were collected through three editions of the Reading Instruction Questionnaire which was constructed and administered by the researcher. Subjects were 42 fifth-grade developmental reading teachers, 514 fifth-grade reading students, and 514 parents in 25 randomly selected schools throughout the state of Mississippi. Multiple linear regression techniques were utilized to test the hypotheses.

Results and Conclusions. Descriptive and inferential statistics gathered led to the conclusion that the typical fifth-grade reading program within the state of Mississippi at the time of this study was using the basal reading approach which also included an emphasis on the phonic approach. All three role groups placed the basal method high on the list of preferred ideal methods for reading instruction. Significant relationships were found to exist in the importance given to the goals of reading instruction among the role groups. Significant relationships were found between the perceived ideal reading method and composite sets of demographic variables for all three role groups. The selection of reading method did not appear to affect students' and parents' rating of the quality of reading instruction. Students' perceptions of the ideal reading method appeared to be significantly related to teachers' self-reported teaching behaviors related to reading instruction. Additionally, it was found that students' perceptions of actual classroom practice were also significantly related to teachers' self-reported teaching behaviors. For this reason, it was concluded that fifth-grade students were aware of and were able to accurately report on classroom instruction.

A similar relationship did not exist between teachers' and parents' perceptions of actual classroom instruction. Parents reported that

they were not informed as to how reading instruction was conducted. Further findings concerning closeness of students' and parents' perceptions led to the conclusion that communication needed to be improved at both the school-home level and the parent-child level.

FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE O.V. CATTO SCHOOL

Order No. 8117667

GIGANTE, ROCCO, JR., ED.D. *University of Pennsylvania*, 1981. 343pp. Chairman: Dr. James Larkin

The purpose of this study was to present a descriptive approach to document the process by which the Pennsylvania Comprehensive Communication Arts Plan (PCRP) was introduced and the subsequent degree of implementation in the O.V. Catto Remedial Disciplinary Center.

It appeared that a variant of an ethnographic approach was most appropriate to describe the process of initiating and maintaining the PCRP in an inner-city school. This teachnique was designed to provide accurate detailed analysis and observations revealing in-depth information about the school organization in a holistic manner. It involved participant and nonparticipant observation, informal and formal interviews, utilization of questionnaires, and the analysis of documents and other relevant data about the school and community. It is believed that this type of study provided information and insights into the change process for educational practitioners which have not emerged from other models of educational research.

Research studies supported the effectiveness of the four individual components of the PCRP in improving students' language skills. These components referred to as "The Four Critical Experiences" consist of: (1) Responding to Literature; (2) Sustained Silent Reading: (3) Composing: Oral and Written; (4) Investigating Language Patterns: Sound/Spelling, Syntax, and Meaning.

Much of the research on educational change has studied the "effects" of a change rather than the process. Consequently, very little is known about the extent to which an innovation has been implemented and the factors which promoted or retarded the implementation process. This study will attempt to view the change effort involved with the implementation of the PCRP in a holistic manner and as a process whose time line consists of a set of interrelated stages, each of which has its own unique difficulties.

As a result of the descriptive study, the researcher hopes to gain information and insight into the following basic questions: (1) To what extent was the implementation of the PCRP involved? (2) Has the implementation of the PCRP significantly affected the urban remedial disciplinary student's attitude toward reading and reading behavior?

MATERNAL TEACHING STYLE AND ITS EFFECT ON READING ACHIEVEMENT

Order No. 8115592

GREER, BETTYE JEAN, ED.D. *University of the Pacific*, 1980. 113pp.

Purpose. The purpose of this study was to examine the relationship between Maternal Teaching Style (MTS) as an expression of elaborated and restricted language codes and reading achievement in the fourth, fifth, and sixth grades. MTS was measured through the use of an observation schedule in a setting where mothers taught their children simple tasks on the Etch-A-Sketch toy. Achievement was measured by the Metropolitan Achievement Test. A related purpose was to determine whether the differences between these two codes reflect differences in reading achievement by sixth grade and to examine the relationship of Bernstein's theory of the elaborated and restricted codes, social class and IQ.

Procedure. A random sample of 200 mothers was invited to participate in the study. From this sample, sixty mothers and their fourth, fifth, and sixth grade children were chosen. An equal number of boys and girls from working and middle-class environments were included in the total sample. Reading achievement test scores (for the fall of 1978) of these children were obtained from cumulative records after mothers and children had been tested to determine MTS.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. First, the Chi Square test (X^2) was used to test the relationship between MTS and IQ, and MTS and Social Class. Second, the Pearson product-moment correlation was used to correlate IQ, MTS, and one, two, and three-way ANOVA's were computed to analyze the Metropolitan Achievement test scores. Fourth, the t-test was used to determine if differences between scores in each grade level were significant.

Conclusion. The findings of this study strongly supported the hypothesis that Maternal Teaching Style has an effect on reading achievement by sixth grade. A significant interaction was found between MTS x Class x Grade at the .02 level. MTS was found to be independent of IQ and social class as measured by traditional indicators. Bernstein's theory received some empirical support with the finding that IQ is independent of MTS. This supported his basic assumption that language is shaped by social class factors, and that language development is more related to social class than to IQ.

Recommendations. (a) Research is needed to determine how the curriculum should be modified or/and changed to accommodate the restricted code speakers' needs; (b) staff-development must be provided so that restricted code speakers may be instructed in a way that is more meaningful than is currently being used at school; (c) reading materials should be analyzed to determine linguistic biases or problems which could explain falling reading achievement test scores in children of the working class; and finally, (d) schools should build upon knowledge gained from this study, translate it into the appropriate reading materials and teaching techniques in order to increase each student's potential.

FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE BENJAMIN B. COMEGYS SCHOOL

Order No. 8117668

GRELIS, JOHN WILLIAM, ED.D. *University of Pennsylvania*, 1981. 302pp. Supervisor: Morton Botel

Over the past two decades school principals, particularly those serving in large urban areas, have questioned their mission, functioning, and the consequences of their role behavior. The apparently growing magnitude of the day-by-day managerial tasks required of urban school principals has reached a point in which many practitioners and researchers are seriously questioning whether a meaningful role as instructional leader remains as a realistic expectation for urban principals. One practical way of ascertaining whether urban principals can function effectively as instructional leaders would be to study the extent to which they have been successful in implementing significant curricular innovations in their schools. However, most of the reseach on change and innovation in schools has focused upon the "effects" of a change rather than on the process of implementation involved. Consequently, very little is known about the extent to which innovations have actually been implemented and, hence, very little is known about the extent to which urban principals can perform successfully in the role of instructional leader.

This study was an examination of my endeavor to function in an effective instructional leadership role as principal of the Benjamin B. Comegys Elementary School by promoting the implementation of a significant and promising curricular innovation. The purpose of the study was to describe the process of change generated by my effort to promote the implementation of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP) and to determine the extent to which the PCRP was actually implemented in my school. The significance of this study can be identified in the focus which was placed on an examination of the process and the extent of implementation of a curricular innovation as indicators of the effectiveness of an urban school principal in an instructional leadership role.

A field study approach using direct observation as the primary research method was employed. The study attempted to maintain a holistic perspective to describe the process of change generated through my effort to promote the implementation of the PCRP over a three year peiod. It attempted to view this promotion of curricular change as a process whose time line consisted of a set of interrelated stages, each of which had its own unique difficulties. The study also involved interviewing of participants in the innovation, and an analysis of documents, questionnaires, and other relevant data about the school and community. It was believed that this type of study would be of interest to practitioners and researchers since it would provide information and insights into the change process in a school setting which have not emerged from other models of educational research in this area.

As a result of this study knowledge was gained concerning the following issues: (1) The extent to which the implementation of the PCRP was achieved at the Comegys School; (2) The factors that promoted or retarded the effective implementation of the PCRP at the Comegys School; (3) The

extent to which teachers' attitudes regarding instruction in literacy skills were changed as a result of their involvement in the implementation of the PCRP; (4) The extent to which the principal was able to function in an effective instructional leadership role in the effort to promote the implementation of the PCRP; (5) The unanticipated outcomes which resulted from the effort to implement the PCRP.

THE RELATIONSHIP OF TEACHERS' ATTITUDES AND PERCEPTIONS OF ESEA TITLE I PROGRAMS TO THE ACADEMIC ACHIEVEMENT OF THEIR STUDENTS

Order No. 8121627

HARGROVE, MARTHA LOIS, ED.D. *University of San Francisco*, 1981. 119pp. Chairperson: Joan Avis

The study investigated the interrelationships among three significant school problems: (1) the effect of teachers' attitudes toward students on their academic achievement; (2) the relationship of teacher sex, race, and number of years of teaching experience to the achievement of their students; and (3) the perceptions of teachers toward the Elementary and Secondary Education Act (ESEA Title I) of 1965.

On the basis of a review of the literature relevant to the study, seven hypotheses were formulated concerning the relationships of several teacher variables and the reading-vocabulary and reading comprehension achievement of their ESEA Title I students.

The subjects in the study were selected from twenty-one elementary schools in a large school district in an urban area in west-central California. All subjects (teachers and students) were participants in 1979-80 ESEA Title I programs in communities of low socioeconomic status (SES). The reading achievement gains of the students were measured by means of pre- and post-tests using the California Tests of Basic Skills (CTBS). Teacher attitudes toward students were measured by means of the Minnesota Teacher Attitude Inventory (MTAI). Teacher perceptions of the ESEA Title I programs were measured by means of the Educator's Views on Title I Programs (EVOTIP) perceptionnaire constructed by the researcher. Analysis of covariance with a .05 confidence level, Spearman rank correlation coefficient, and point-biserial correlations were used to test the hypotheses.

Results of the study indicated that the reading vocabulary and reading comprehension scores of students of teachers with high MTAI (attitude) scores were significantly greater than that of students of teachers with low MTAI scores.

The reading vocabulary and reading comprehension scores of students with Black teachers were significantly higher than that of students with white teachers. The achievement of students under Black male teachers, however, was slightly lower than that of students under white teachers. In addition to these significant main effects, five significant interactions were found. No statistically significant relationship was found between teacher MTAI and EVOTIP scores.

The three most important conclusions to be drawn from the study findings were: (1) The attitude of teachers toward their students was a significant variable in the reading achievement of fifth-grade Title I students. This relationship was found to exist between teacher attitude and student achievement in reading comprehension and reading vocabulary. (2) Students taught by Black teachers, especially when these are female, register greater reading comprehension and reading vocabulary gains than do students taught by white teachers. (3) The perceptions that teachers have of ESEA Title I programs are generally unrelated to student achievement. An analysis of ESEA Title I programs as perceived by fifth-grade teachers indicated that they placed their greatest priority on students as persons, not on the success of a particular educational program.

TEACHER ORIENTATION: AN INTERVIEW STUDY OF TEACHERS OF ENGLISH

HAYES, HELEN ELIZABETH, PH.D. *University of Toronto (Canada)*, 1980. Supervisor: Professor D. Hunt

The problem addressed by this study was: How do teachers think about what they do? It was assumed that teacher behaviour embodies a theory-in-use or orientation, since it gives form to a more or less clearly articulated purpose and is a response to classroom realities as they are perceived. The aim of understanding that purpose and those perceptions called for a methodology that would elicit teacher descriptions of their work and some reflections on aspects of that work. In designing the methodology, therefore, it seemed important to provide teachers with a situation in which they would feel that their work and their ideas were respected, understood and valued, and in which they would be free to give elaborate descriptions of their classroom practice and reflect on and justify their actions and choices. Hence, a semi-structured interview focussing on teachers' behaviour, decisions and concerns was selected as the central data-gathering instrument for the study. The interviewer had herself been a teacher and was therefore able to present herself and inspire confidence as one familiar with the realities of school and classroom life.

Fifteen teachers were interviewed. All were teaching English at the Intermediate Level (grades 7 - 10), had at least five years' experience and were drawn from a variety of schools in Metropolitan Toronto and the surrounding area. The derivation of understandings from the interview data proceeded from an initially impressionistic description to a more intensive and systematic analysis and interpretation. The first three interviews were examined for statements revealing teachers' views, specifically of knowledge, the role and behaviour of the student, and their own role as teachers. Some initial organization was imposed on the data thus elicited by noting and elaborating the categories that emerged. Related theoretical and research studies were used to throw light on these categories, so that a blend of theory and empirical data was obtained.

A set of questions was developed from the initial organization of the data, and used as a scheme for analyzing subsequent interviews. The questions sought teachers' views of knowledge, of the student and of teacher role by focussing on what the teachers said about aspects of their work. For example, questions related to the teachers' view of knowledge were concerned with what the teacher said about his choice of curriculum content, teaching approach and criteria of student performance.

To organize and present the interview data, a matrix was derived. The aspects of teacher orientation included in the matrix were view of knowledge, learning approach, learner role, student characteristics, instructional strategy and teacher concerns and responsibilities. All cells in the matrix were considered from the viewpoint of the teacher and illustrate the interrelatedness of the teacher's views. Hence, in considering the student's relationship to knowledge, i.e. learning approach, the matrix presented data inferred from what the teacher said about his teaching approach.

Two individual teacher profiles were elaborated in more detail. The views of knowledge, student and teacher role drawn from the interview were supplemented by concepts from two paper-and-pencil instruments and by the teacher's statements relating to five types of background factors--historical, personal, philosophical, practical and contextual. Some indication of the consistency and reflectiveness of teacher orientation was thus obtained.

In sum, this study illustrates the use of a particular methodology to discover the substance of teachers' orientations, and in so doing throws some light on the practical way in which teachers think about what they do. The major significance of this study lies in its being part of an ongoing research effort to understand and recognize the educational implications of the "mental lives" of teachers.

A DESCRIPTION AND ANALYSIS OF THE CHANGE PROCESS INVOLVED IN THE IMPLEMENTATION OF THE PENNSYLVANIA COMPREHENSIVE READING COMMUNICATION ARTS PLAN AT THE THOMAS DUNLAP SCHOOL

Order No. 8117671

JONES, SYLVIA B., ED.D. *University of Pennsylvania*, 1981. 357pp. Chairman: Dr. Morton Botel

With ever-increasing frequency schools are called upon by society to make changes necessary to raise the achievement level of students. In order to meet this charge, school administrators, especially principals must become more proficient in dealing with the process of change involved in implementing new educational innovations. To this end, the following study was undertaken.

The purpose of this study was to present a detailed descriptive and analytical account of what took place when the researcher, a principal of a small elementary school in Philadelphia, Pennsylvania attempted to introduce and implement the Pennsylvania Comprehensive Reading Communication Arts Plan (PCRP) in her school.

The study focused on the implementation process of the PCRP as it occurred over a three year period of time at the school. The PCRP, the innovation in the study, was used to supplement and enrich the school's existing reading program. Dr. Morton Botel, the author of the PCRP, stated the following two basic goals of the plan...to develop pupils' skills in

listening, reading and in oral and written expression, and to foster positive attitudes toward reading and the effective use of language. Also fundamental to the PCRP were the "four critical experiences": (1) Responding to Literature (heard, read, visualized or dramatized) (2) Sustained Silent Reading of Self Selected Books; (3) Composing (oral and written); (4) Investigating and Mastering Language Patterns: Sound/Spelling--Syntax and Meaning.

Six guiding questions posed at the beginning of the study were: (1) What are the role and responsibilities of the principal, serving as a change agent, in effectively implementing change in his school? (2) What factors serve to promote the successful implementation of change? (3) What factors serve to hinder the successful implementation of change? (4) What factors may be used as indicators of the extent to which a change is implemented? (5) How effective is the field study research mode using participant observation techniques in conducting such a study? (6) What are the unanticipated outcomes resulting from the implementation?

The study was conducted using a field study research mode employing the techniques of participant observation. Data collection procedures included informal and formal discussions, interviews and classroom observations. Information was also collected through the use of school records and documents. Included in the study were the thirteen classroom teachers, the Library Instructional materials Assistant (LIMA) and the Language Skills Teachers, plus a student population of approximately 450 elementary children in kindergarten through sixth grade.

The results of the study led to some revealing conclusions. It was concluded that the role of the principal is a key element in the change process and his responsibilities vary according to the different roles he often has to assume as the change process evolves. It was also concluded there are various factors that will often serve to promote or hinder the implementation process. Also certain factors such as the quantity and the quality of the teachers' implementation effort can be used in determining the extent to which an innovation is implemented. The conclusion was also made that the field study method using participant observation techniques can be useful in studying the process of change.

FORMING AND REFORMING A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE WILLIAM C. LONGSTRETH SCHOOL Order No. 8117672

MATTEO, DOMENIC NICHOLAS, ED.D. *University of Pennsylvania*, 1981. 371pp. Chairman: Dr. Morton Botel

There exists some belief among educationists that a principal is ineffectual at causing significant change in his school. Many students of educational administration are convinced that it is not possible for the principal to function as a change agent given his present role and status. In addition, there is strong feeling among certain critics of school administrators that a principal cannot effectively supervise the educational program particularly in the midst of so much bureucratic red tape and administrative over-burden. The constraints foisted upon the principal from demanding paperwork, endless meetings, pressing conferences, organizational changes, responding to contractual obligations, and all such pressures they contend deter him from assuming the role of instructional leader of the school.

Much attention is being focused today on the role of the principal in promoting school achievement. Some studies have concluded that the success or failure of pupils on standardized achievement tests is a direct result of the principal's style of leadership. This contention prompted the aim of the present study, its focus is on the role of an elementary school principal in introducing a new approach to reading instruction. To help overcome the literacy problem at the school, the principal embarked on a strategy designed to have the staff adopt the Pennsylvania Comprehensive Reading Plan (PCRP) as the framework for its reading program. This report, therefore, represents the principal's account of the events surrounding this implementation effort.

The study was conducted over a three-year period of time. As participant-observer, the principal was involved simultaneously as administrator, innovator, and investigator. The documentation of the plans, the strategies employed, and the efforts made constitute the substance from which this report is written. Discussions with participants were utilized to supply pertinent information. Interviews, questionnaires, surveys and observations were used to provide a broad perspective of the process. Student records, school district reports, and sensus information were consulted for relevant data. The major source of information, however, is the perceptions of the principal who conceived the plan, and took a leadership role in assuring its implementation.

There is sufficient evidence from the information gathered in this study which supports the belief that principals can be effective change agents.

A STUDY OF THE ROLE OF THE PRINCIPAL IN THE SCHOOL READING PROGRAM Order No. 8127393

PLYLER, ANN ELIZABETH, ED.D. *East Texas State University*, 1981. 142pp. Adviser: Dr. M. B. Nelson

Purpose of the Study. The purpose of this study was to determine the types of training selected Texas principals had received in administering the school reading program and to determine whether or not there was a relationship between principal behavior and the type of training received.

Procedure. To accomplish the purpose of the study, eleven research questions were posed. The questions to be answered were designed to compare the behaviors of principals who had received training in reading to the behaviors of principals who had received no training in reading. The study was also concerned with the determination of the types of training Texas principals had received in administering the reading program and whether or not Texas principals desired additional training in administering the reading program. In order to answer the research questions a survey of selected, practicing public school principals in Texas was conducted. The respondents surveyed were selected by a randomly ordered stratified systematic sample using the 1979-1980 *Texas School Directory*. A twenty-nine-item questionnaire used in the study was designed, tested for validity and reliability, and mailed to subjects. The responses to the multiple-choice items on the questionnaire were tallied. The statistical treatment consisted of the computation of the frequency and percentage of response.

Findings. The data revealed that a majority of Texas principals had participated in some type of training related to reading. The data also indicated that principals who had participated in reading training were more involved inthe parent utilization phase of the reading program, provided more building level in-service sessions on reading topics, and requested the services of the school district's reading consultant more often than principals who had received no training in reading. The data indicated that principals with reading experience attended more professional meetings designed to study reading and read more professional literature concentrating on reading than principals without reading experience. Findings also indicated that teachers in buildings where the principal had reading experience attended more meetings, workshops, and professionals conferences than teachers in buildings where the principals had no reading experience. Principals with training in reading did allocate a greater percentage of the building budget to the reading program at the elementary and secondary levels. Elementary principals allocated a greater percentage of the budget to reading programs than did secondary principals. The data indicated that elementary principals were more committed to the reading program than secondary principals. A majority of Texas principals indicated that they thought a graduate level course or an in-service workshop on the subject of reading would make them more effective administrators of the reading programs in their schools.

Conclusions. Based on the findings from this study, the following conclusions were drawn: (1) Principals in Texas recognized the importance of the reading program in their buildings and attempted to qualify themselves to administer the program effectively. (2) Experience and training in reading had a positive influence on the way in which the principals fulfilled their roles in reading programs. (3) The degree of training was not as significant as the exposure to training. (4) Principals spent a very small amount of their time explaining the reading program to the community. This area was being neglected. (5) Although 81.35 percent of the principals surveyed had obtained some type of training in reading, few felt the training was adequate. The fact that 88.17 percent indicated that they thought a reading course should be required for mid-management certification implied that the need for training has not been met to the complete satisfaction of Texas principals. (6) A majority of the principals surveyed indicated a need for additional training in the areas of evaluating reading programs and involving parents in the reading program.

THE EFFECTIVENESS OF K-12 DISTRICT READING SPECIALISTS IN THE IMPLEMENTATION OF WISCONSIN STATE STATUTE 118.015

Order No. 8116017

RYAN, ELLEN MARGUERITE, PH.D. *The University of Wisconsin - Madison*, 1981. 219pp. Supervisor: Professor Donald J. McCarty

A growing number of educators as well as concerned citizens and taxpayers have expressed concern over the functional literacy level of students. Due to this growing pressure, in July 1977, Governor Patrick J. Lucey signed an educational amendment to the biennium state budget bill into law. The new reading legislation, Wisconsin State Statute Section 118.015 declares that its purpose and intent is to provide developmental reading for public school pupils at all grade levels. Its basic design is that each school district must employ a certified reading specialist to develop and coordinate a comprehensive reading curriculum in grades kindergarten through twelve. In addition, the duties of the reading specialist are defined and designated to develop, implement, coordinate and evaluate the reading program and curriculum with other support services and to act as a resource person to teachers and administrators.

The purpose of this study was to examine the effectiveness and job satisfaction of the K-12 district reading specialists in meeting the mandates of the law and to determine the degree of Wisconsin K-12 public school district compliance in the implementation of Wisconsin State Statute 118.015. To complete this investigation, a four part survey questionnaire was developed and mailed to all 373 Wisconsin K-12 public school districts addressed to the district reading specialist. This descriptive study provided the base line data of the status of school district compliance with statute 118.015 as perceived by the K-12 district reading specialist during the first school year (1979-1980) of full mandated compliance, as well as the self-perceived effectiveness and job satisfaction of the reading specialist in fulfilling the duties described in the law.

With a response rate of 88% the data supported that all school districts have felt the impact of statute 118.015 in that: (1) 97% are in compliance with the mandate requiring the employment of a K-12 district reading specialist (statute 118.015 (2)); (2) 89% are in compliance in having made "an assessment of existing reading needs in grades kindergarten to twelve in the district" (statute 118.015 (4-b)); (3) 86% are in compliance in having developed a "program of reading goals for the district" (statute 118.015 (4-a)); and (4) 69% are in compliance in having conducted "an annual evaluation of the reading curriculum of the school district" (statute 118.015 (4-c).

The data also suggest that the assigned responsibilities of the reading specialist appear to have changed to meet the mandates of the law in that: (5) 74% perceived themselves as effective in fulfilling the specified duties outlined in the law; and (6) 67% stated that they experienced job satisfaction in the fulfillment of the role and duties of statute 118.015.

In addition it appears that: (7) the Wisconsin Right to Read Effort has had a positive influence on the self-perceived effectiveness and job satisfaction of the district reading specialist in meeting the mandates of statute 118.015.

THE APPLICATION OF A PERCEPTION-BASED CONFLUENT MODEL OF PROGRAM EVALUATION TO THE IMPLEMENTATION OF AN ELEMENTARY READING PROGRAM

Order No. 8120645

SCHUPPAN, RICHARD GLENN, ED.D. *Saint Louis University*, 1980. 298pp.

The Problem. This study evaluated the implementation of a reading program in six elementary schools of a school district in St. Louis County, Missouri. The population for the study consisted of classroom teachers, principals, and students.

The study was limited to the components of a prespecified instructional design, developed by the school district, that applied the principles of mastery learning. The components specified the intentions, transactions, and expected outcomes of reading instruction.

The Procedure. A review of related literature proposed that program adoptions and their implementations center on one of three value-based education paradigms: socialization, human development, or human liberation. Secondly, the review proposed that the systematic evaluation of program implementation was often neglected in school districts. Thirdly, three general approaches to evaluation were apparent, respectively paralleling the value-based education paradigms: objective-based/decision-management, transactional, and values-based/perception-based.

An examination of the evaluation approaches indicated that the criteria of Perception-Based Confluent Model were more comprehensive and appropriate for evaluating program implementation. This model provided for a holistic evaluation of a program; the use of multiple data sources; mutual vulnerability of the evaluator and the evaluated; the involvement of program participants' perceptions and values in the evaluation's descriptions, judgments, and decisions; and a future-consciousness instead of only proactivity.

The temporal structure of the evaluation consisted of four stages. The preliminary synthesis consisted of the generation of an evaluation paradigm (questions to be asked, sources of evidence, values and quality components, and fields of future-consciousness) which involved teachers and administrators and included the intentions of the instructional design, the extent of implementation of the instructional design, and cognitive and affective student outcomes. The systematic collection of data included program and implementation artifacts, teacher interviews, a teachers' questionnaire, students' perceptions, and student progress and performance indicators. The third stage, reflective systhesis, involved a presentation of the evaluation data to a group of teachers and administrators which made initial judgments and recommendations, using a modified adversary approach. The fourth stage involved a written evaluation report. A final step included an evaluation of the evaluation.

Conclusions. The intentions of the reading instructional design centered the design in the socialization paradigm with emphasis on control and production. Recommendations included modification of the design to include human development themes through the consideration of learning and teaching styles, and to include human liberation themes through the inclusion of some aspects of a language experience approach to beginning reading.

A high level of fidelity was found to exist between the specifications of the instructional design and their implementation. Recommendations involved minor adjustments in instructional procedures.

Cognitive and affective student outcomes were generally within the expectations of the design. Recommendations involved the establishment of reading level progress goals for each grade level and the generation of strategies for advancing a higher percentage of students to the goal levels.

The evaluation itself produced new forms of collaboration in the schools and the district through which modifications in the instructional design have begun. Recommendations involved the evaluation of principals' roles in supervising, managing and evaluating reading instruction as well as the use of the perception-based confluent model in future evaluations.

TEACHERS' SELF-PERCEPTIONS AND REIFICATION OF INSTRUCTION WITHIN READING INSTRUCTION

Order No. 8126022

SHANNON, PATRICK WILLARD, PH.D. *University of Minnesota*, 1981. 228pp.

Reading researchers have focused critical attention on teachers' pervasive use of commercial reading materials (Austin and Morrison, 1963; Barton and Wilder, 1964; Chall, 1967; Durkin, 1978-79; Goodlad, 1976). However, these researchers have not addressed empirically why teachers use these materials during the majority of their reading instruction (EPIE, 1977). In this study, factors for teachers' use of commercial reading materials were examined from a contextualist perspective. The purpose of the study was not to determine causal relationships in all instances, rather, the study was conducted to develop a framework for the investigation of this phenomenon in specific settings.

Rationales for teachers' behavior were offered on two levels. At an abstract level, alienation, reification, and rationalization were considered important. These philosophical concepts were used to interpret the related literature and to develop an abstract description of reading programs. From this description, concrete hypotheses were made. The bureaucratization of a reading program and the format of the commercial materials were presented as concrete objective factors. Four subjective hypothesized rationales were offered. (1) Teachers are not involved with their reading instruction. (2) Teachers treat reading instruction as the application of commercial reading materials. (3) Teachers believe that these materials embody scientific truth. (4) Teachers think they are fulfilling the instructional expectations of administrators and parents.

These hypotheses were tested against data gathered in one large school district that had served as a model for the Right to Read Program. Questionnaires and interview schedules were used to elicit perceptions concerning the acceptance of the subjective rationales by classroom teachers, reading teachers, and administrators. Objective factors were investigated by observation of interactions between administrators and teachers, interviews with district personnel, and examination of printed descriptions of the district's reading program.

Each hypothesis received moderate or stronger confirmation. Moreover, the abstract description of reading programs was deemed useful in explanations of teachers' use of commercial reading materials in specific settings. These subjective and objective factors should be addressed in subsequent investigations.

A STUDY OF THE RELATIONSHIPS BETWEEN TEACHER KNOWLEDGE OF MOTIVATIONAL PRINCIPLES AND PRACTICES AND THE APPLICATION OF THOSE PRINCIPLES AND PRACTICES AS THEY APPLY TO READING IN THE SECOND AND FIFTH GRADE CLASSROOMS Order No. 8114005

SHERMAN, THOMAS FRANCIS, ED.D. *University of Colorado at Boulder*, 1980. 183pp. Director: Professor Donald E. Carline

This study was undertaken to determine if there is a relationship between a reading teacher's cognitive knowledge of motivational principles and practices, what a reading teacher says is applied in the classroom in the area of motivation, and what can be observed relating to motivation in reading classes. The personological variables of sex, amount of graduate credit in the area of reading or psychology, the years of teaching experience, and the grade level of the students were looked at to determine their influence on the above three areas.

Two questionnaires were developed and administered to the 2nd and 5th grade teachers of a public school district in Northern Colorado. The first questionnaire measured cognitive knowledge of motivation and reading. The second questionnaire allowed the teachers to respond to statements concerning application of motivational principles and practices. A third questionnaire was administered to the students of the teachers in the study. This instrument provided information on the reported observable use of motivational principles and practices.

The results of this study indicated that there was a slight relationship in the 2nd grade between a teachers' cognitive knowledge of motivational principles and practices teachers' stated application of motivational principles and practices, and those motivational practices that are reported to be observed by the students. This relationship was not evident in the 5th grade reading classes.

No clear relationship could be found between the scores on knowledge of motivation, stated application of motivation, and reported observation of motivation and the sex of the teacher, the amount of graduate credits in reading or psychology, or the years of teaching experience. This lack of relationship may be a factor of the instruments more than indication of the relationships.

The results of this study would seem to indicate that the instruments were measuring something other than general knowledge of motivation and motivational practices. The results would seem to indicate that the instruments were more closely attuned to motivational issues that relate only to the second grade reading classes. It would appear that motivational issues are more easily identified at the 2nd grade level than at the 5th grade level. The conclusions of this study would indicate that motivation is an illusive subject that is perhaps extremely vast in scope.

Further studies are needed to help separate the characteristics of motivation at the various grade levels. Once the specific characteristics of motivation are determined at the various grade levels, their relationship to improvement in reading should be investigated.

A STUDY OF UNDERGRADUATE TEACHER PREPARATION PROGRAMS FOR SECONDARY TEACHERS OF ENGLISH IN SELECTED INSTITUTIONS THROUGHOUT THE NATION Order No. 8120496

SMALLWOOD, BETTY M., ED.D. *Auburn University*, 1981. 199pp. Director: A. Douglas Alley

This study attempted to determine the total number of hours required in English for the completion of the teacher education programs and for State certification; the status of freshman and sophmore English course hours relating to the completion of the program and to State certification; the specific requirements in English for certification in each of the fifty states and the District of Columbia; the status of the global program dimensions in teacher education programs and for State certification; and the status of thirty-five specific areas of study within the English program, including composition, language, American literature, English literature, the specialized areas of literature, and the ancillary language arts areas.

The responses to the questionnaire were organized, coded, and transferred to data processing cards. Once the data were entered into a data bank, the appropriate descriptive statistics were applied. Because of the descriptive nature of the study, only frequency and percentage information was deemed necessary. Each of the questions of the instrument was analyzed by the total sample and by type of institution. Careful study of the responses to those questions indicated that the subdivision by type of institution was not important in most cases, and there were few or no different response patterns. However, the classification variable was included throughout the data presentations.

Analysis of the data resulted in the following findings: the majority of the teacher education programs require 46 to 50 quarter hours in English whereas for State certification 36 to 45 quarter hours in English are needed; more than fifty percent of the institutions count both freshman and sophmore English course hours, certification requirements in English vary in each of the fifty states and the District of Columbia; literature dominates the requirements in the global program dimensions; and, finally, the thirty-five specific areas of study within the English program indicate a dominance of literature requirements about two to one over language and composition.

THE READING OF PROFESSIONAL PERIODICAL LITERATURE AS REPORTED BY SELECTED ELEMENTARY TEACHERS Order No. 8122711

SMITH, DORIS BLACKWELL, PH.D. *University of Southern Mississippi*, 1981. 174pp.

The purpose of this study was to determine the number of different professional periodicals read and the primary purpose(s) for which they were read by selected elementary teachers.

The specific purposes were: (1) To determine the frequency with which each professional periodical was read by the total sample. (2) To determine whether the variables of age, sex, race, years of experience, certification, teaching level, or type of school district were related to the reported number of different periodicals read. (3) To determine whether the variables of age, sex, race, years of experience, certification, teaching level, or type of school district were related to each of the reported primary purpose(s) for reading professional periodicals. (4) To present descriptive data representative of the variables of age, sex, race, years of teaching experience, certification, teaching level, and type of school district.

Data used in the study were collected via a mailed questionnaire. The population consisted of elementary teachers in the state of Mississippi. Returns from the first mailing, plus one follow-up reminder, totaled 407 (74% of the total sample of 550).

Results of this study showed that the personal characteristics of the sample indicated only a few differences in their reading habits. The primary purpose for which the majority of the teachers read professional periodicals was for classroom planning and/or aids. The four periodicals listed most frequently as having been read during the past year, *Instructor*, *Teacher*, *Learning*, and *Today's Education*, were the most popular periodicals among each of the subgroups.

AN ANALYSIS OF THE ROLE OF THE ENGLISH DEPARTMENT CHAIRPERSON IN SELECTED PUBLIC COMMUNITY/JUNIOR COLLEGES

Order No. 8117747

STONICHER, RAYMOND RAY, PH.D. *Indiana University of Pennsylvania*, 1981. 118pp. Chairman: Dr. Robert Johnson

The current role and attitude toward the role of English department/division chairpersons in the community/junior college was studied through the use of questionnaires. The questionnaires were sent to a random sampling of English chairpersons in the United States. The fact questionnaire contained seven sections grouped according to the following categories: Title of Department/Division, Method of Selection, Extra Compensation, Duties, Work Schedule, Length of Service, and Degree of Chairperson. The attitude questionnaire contained ten items. Six were stated positively and four were stated negatively. Respondents indicated their attitude through the use of a five point scale for each item.

Data collected from the questionnaires in this study was examined with the intention of relating what, if any, difference existed between the attitudes of the chairpersons according to method of selection, according to whether individuals were chairpersons of English departments or of divisions which included the English department, and according to the number of teachers supervised by the chairperson. The percentage of chairpersons selected by the four methods, the overall length of service, percentage of chairpersons with various degrees, percentage of chairpersons performing various duties, and the medium score on the attitude survey were also examined from the collected data.

The analysis of the perceptions and attitudes of the participants in this study disclosed findings which culminated into certain conclusions. These conclusions suggested recommendations for the English department/division chairpersons in the community/junior colleges concerned with their role and with their attitude toward that role. These conclusions also suggested recommendations for assessment of the chairpersons' duties and the development of a means of clarifying and strengthening the position of the English department/division chairperson in the community/junior college. This investigation also disclosed some attitudes and opinions that have not hitherto been reported.

Comments from respondents in this study perceived to be the major problems confronting their positions led to the conclusions that the most significant problems of the English chairperson were: (a) lack of a definite job description, (b) workload, (c) lack of training, and (d) clerical duties.

It was also concluded from this study that in order to ascertain the English chairperson's role it would be necessary to examine the administrative organizational structure within the institution.

THE IMPACT OF S. 118.015 WISCONSIN STATUTES ON THE ROLE AND DUTIES OF K-12 DISTRICT LEVEL READING SPECIALISTS IN WISCONSIN K-12 SCHOOL DISTRICTS AND K-12 DISTRICT LEVEL READING SPECIALIST EFFECTIVENESS IN PERFORMING LEGISLATED DUTIES AS DETERMINED BY THE PERCEPTIONS OF WISCONSIN K-12 SCHOOL DISTRICT ADMINISTRATORS

Order No. 8111485

THOMAS, DONNA, PH.D. *The University of Wisconsin - Madison*, 1980. 197pp. Supervisor: Professor Robert P. Moser

The Problem. S. 118.015 Wisconsin Statutes was 1977 legislation related to reading instruction in Wisconsin public schools. One component of the law required school districts to employ a K-12 district level reading specialist to perform five legislated duties.

The study purpose was to determine (1) the effect S. 118.015 Wisconsin Statutes had on the role and duties of K-12 district level reading specialists in Wisconsin K-12 school districts, and (2) Wisconsin K-12 school district administrators' perceptions about reading specialist effectiveness in performing legislated duties. Seven major and five ancillary hypotheses were empirically tested.

Methodology. The study population included district administrators in all three hundred seventy-two Wisconsin K-12 school districts. For descriptive purposes, the population was divided into three enrollment size classifications.

The instrument utilized contained three phases. Phase one gathered data concerning: (1) K-12 district level reading specialist positions prior to and after the law. (2) Years of K-12 district level reading specialist position existence in school districts, time per week allotted for duty performance, K-12 district level reading specialists hired specifically due to the law and other tasks reading specialists perform if not one hundred per cent of time in the position. (3) District administrators' perception about K-12 district level reading specialist role and duty importance. (4) District administrators' perceptual ratings of reading specialist professional knowledge, technical and interpersonal skills.

Phase two gathered data concerning legislated duties assigned K-12 district level reading specialists prior to and after the law.

Phase three gathered data concerning district administrators' perceptions of K-12 district level reading specialist effectiveness in performing the legislated duties.

Data analysis utilized McNemar Test of Correlated Proportions, Pearson Correlation of Coefficient, Analysis of Variance and Scheffe Post-Hoc Comparisons.

Summary of Study Findings. (1) S. 118.015 Wisconsin Statutes had a significant effect on the proportion of K-12 district level reading specialist positions and on the duties assigned to reading specialists in Wisconsin K-12 school districts. (2) In the perceptions of Wisconsin K-12 district administrators, K-12 district level reading specialist duty performance effectiveness was not the same across all the legislated duties. Reading specialists were perceived to be significantly more effective in developing and implementing K-12 reading curriculum than in acting as a resource person to classroom teachers, working with administrators and coordinating reading curriculum with other reading programs and support services. Moreover, reading specialists were perceived as significantly more effective in conducting annual reading curriculum evaluation than in coordinating reading curriculum with other reading programs and support services. (3) K-12 district level reading specialist role variables related to years of position existence, time per week allotted for duty performance, administrators' perceptions of reading specialist role importance, professional knowledge, technical and interpersonal skills correlated significantly with administrators' perceptions of reading specialist effectiveness in performing the legislated duties.

Implications. The effect of S. 118.015 Wisconsin Statutes on the role and duties of K-12 district level reading specialists in Wisconsin K-12 school districts suggests the need for comprehensive inservice activities so as to insure successful role and duty educational integration.

Wisconsin K-12 district administrators' perceptions of K-12 reading specialist effectiveness may assist reading specialists in determining performance improvement goals and university professors in reviewing reading course offerings, course content and degree requirements. Also, Wisconsin district administrators desiring to improve reading specialist effectiveness may benefit from considering the variables correlating in positive relationships with effectiveness.

PLANNING EDUCATIONAL CHANGE: IMPLEMENTATION OF THE PENNSYLVANIA COMPREHENSIVE READING/COMMUNICATION ARTS PLAN IN AN ELEMENTARY SCHOOL

Order No. 8117678

THOMPSON, CHARLES ELISHA, ED.D. *University of Pennsylvania*, 1981. 309pp. Chairman: Dr. Brian Sutton-Smith

It is the purpose of this field study to describe the process of implementing the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP) in an urban school. The description will focus on the principal's activities in implementing the plan, obstacles encountered along the way, and measure taken to minimize them.

Field study procedures are used in this study in order to provide tangible ways to describe efforts of change. Participant observation, conferences, interviews and journals are the means by which the field study is accomplished. An aim of these procedures is to permit observation of the performance and reactions of the teachers and the students as unobtrusively as possible during the time the innovation was carried out.

In this study, the principal functioned as a participant observer who recorded what was happening. Since interviews and conferences do not give a complete picture, journals were kept to record what the principal did as he worked to improve the school's program.

The techniques used in the data-collection procedures were: formal and informal interviews of the staff and pupils; formal and informal observations of behaviors exhibited by teachers and pupils in the classrooms; self-administered questionnaires for both teachers and pupils and a journal in which the principal recorded observations, interviews and assessments of persons participating in or having an effect on the PCRP.

It was seen that many emergent problems arise during the implementation efforts. These problems may impede the implementation if they are not met. Another result of this study was the sensitizing of the participants to the importance of reading and writing daily. The adoption

of the innovation by the teachers in the school varied with the majority of the participants being rated from moderate to high on their degree of performance. Finally, it was evident that the principal's responsibilities are many faceted and time must be reserved to work closely with the teachers and their students in improving the school's program.

UTILIZATION OF NEW EDUCATIONAL MEDIA IN READING METHODS COURSES IN CALIFORNIA TEACHER EDUCATION INSTITUTIONS **Order No. 8123878**

WOOLLEY, WILLIAM ORVILLE, ED.D. *University of the Pacific*, 1981. 320pp. Chairman: Dr. Heath W. Lowry

Purpose. The purpose of this study was to investigate the frequencies of the use/non-use of both selected commercially and locally produced new educational media software by faculty members who taught reading methods courses in California teacher education institutions. It also sought to investigate the reasons the faculty members gave for their use/non-use of the selected new educational media hardware and software.

Procedure. Five California reading instruction educators were interviewed concerning their use of new educational media in their reading methods courses. From the results of those interviews, a mail questionnaire was prepared. The questionnaire was validated and the reliability was established. The questionnaire was then mailed to the 106 known reading educators who taught reading methods courses during the Fall of 1979. A second mailing was necessary in order to obtain the needed 60 usable responses. A follow-up letter was mailed to all second mailing reading educators two weeks after the second mailing. The letter requested prompt return of the questionnaire. Means were calculated for the variables. Frequencies and percentages of the responses were calculated. The eleven hypotheses were tested using the Chi-square Test of Independence.

Conclusions. (1) There is a serious scarcity of commercially produced software. (2) Hardware accessibility/availability was found to have no significant relationship with commercial software use and the use of closed-circuit television hardware. (3) New educational media has great potential for use in reading methods courses to help produce better teachers of reading for the nation's public and private schools.

Recommendations. (1) An investigation should be conducted into the potential gain, in terms of modeling, learning, and understanding of reading techniques in basic reading methods courses, of locally produced vs. commercially produced software. (2) A study should be done to indicate the role of new educational media in reading methods courses in a competency based/performance based vs. regular teacher education program. (3) An investigation should be done to determine the effects of interaction analysis as an observational tool in viewing videotape recordings of teaching-learning situations and microteaching in reading methods courses.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042